

Core Assessment Element 3 Report Template

A separate report needs to be submitted for each assessment plan approved by the Undergraduate Core Oversight Committee (UCOC).

This report must be uploaded to the Pilot course called Element 3 Core Course Assessment 2017-18 (continuous year) by Friday, April 19, 2019. The Final Report Dropbox link can be accessed via Content > Dropbox (Plans, Reports) > Final Report Dropbox.

Date Report Submitted: August 6, 2019

Element: Core Element 3 – Global Traditions

Academic Year: 2017-2018

Course and Sections Assessed: ATH 2500.90 and .91 (All Online Sections; Non-IW; MC competence)

Assessment Plan:

The assessment plan approved by the UCOC is filed on the pilot page under Content > Plans > (corresponding course folder)

List of faculty who assessed the students' work:

- **Assessment Committee Members (Geoff Owens, Laurel Monnig, Frank Eguaroje, Tracey Steele)**

Section 2: Assessment Plan

*Course Outcomes (See 1, 2, and 3 on Instruction sheet)

- 1. Critically describe some of the cultural, political, economic, and/or spiritual traditions through time and cross-culturally.**
- 2. Demonstrate a cross-cultural awareness of the diversity of people and traditions in ways that promote anthropologically-informed engagement with local and global communities.**
- 3. Use cultural, political, social, economic, historical and/or spiritual knowledge to cross-culturally evaluate contemporary issues.**

Assignment that addresses outcome(s):

Multiple Choice Marker questions – 3 to 4 questions per outcome.

1. Outcome Number 1 Questions :

- Egalitarian societies had the following check/s on the growth of inequality:

- a. the cultural mandate of sharing and reciprocity
- b. a nomadic lifestyle – or regular movement
- c. stratification
- d. a and b**
- e. b and c

Section 90 = #18 = 88.1%

Section 91 = #45 = 64.29%

- Certain cultural features are universal, meaning found in every culture. All of the following are examples of cultural universals features **EXCEPT**:
 - a. living in groups with some kind of family system.
 - b. some sort of incest taboos.
 - c. creativity as expressed in art of all kinds, including music and dance.
 - d. gender inequality.**
 - e. some sort of marriage.

Section 90 = #49 = 51.22%

Section 91 = #10 = 62.79%

- The Indian caste system is:
 - a. based on a Hindu philosophy that legitimizes social inequalities through the concept of reincarnation.
 - b. broadly associated with certain occupations, and is more vital in rural areas as opposed to urban areas, where it is withering.
 - c. the only caste system in the world.
 - d. a and b**
 - e. a and c

Section 90 = #9 = 80.95%

Section 91 = #36 = 67.44%

2. Outcome Number 2 Questions:

- All of the following are key ideas to take away from an anthropological perspective on sexual orientation, **EXCEPT**:
 - a. Different types of sexual desires and experiences hold different meanings for different cultures.
 - b. Sexual orientation is only genetically determined.**
 - c. Culture always plays a role in molding individual sexuality, usually to conform to cultural norms, and sexual norms vary from culture to culture.
 - d. In every society, individuals will differ in the nature, range, and intensity of sexual interests and urges.

Section 90 = #36 = 97.37%

Section 91 = #20 = 92.86%

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- According to what we learned about race, what does skin color tell you about a person?
 - a. It indicates an individual's athletic ability.
 - b. It provides information about his or her cultural heritage.
 - c. It offers definitive evidence as to an individual's predisposition to certain diseases.
 - d. None of the above.**

Section 90 = #15 = 78.57%
Section 91 = #32 = 63.41%

- One of the more recent consequences of how globalization has been economically structured as a result of European colonialism has been:
 - a. a greater divide between the wealthy and the poor in the world – **both** wealthy and poor countries, and wealthy and poor individuals.
 - b. the dramatic *increase* in the wealth and well-being of those in former colonies, or non-industrialized, “less developed” countries.
 - c. only non-industrialized/developing countries are part of the global economic system.
 - d. All of the above**

Section 90 = #7 = 80.95%
Section 91 = #35 = 73.17%

3. Outcome Number 3 Questions :

- If we use the analytical concepts of “core,” “periphery,” and “semi-periphery” cultures *as opposed to* some more problematic categories such as “Old” vs. “New” World, ...
 - a. we can better analyze the rise and fall of dominant cultures without ethnocentrically focusing on the dominance of those countries located in the “West.”
 - b. we can better understand why the “West” has always been, and will continue to always be, the most powerful countries in the world.
 - c. we can better understand that no one culture (even “Western” cultures) will remain dominant forever.
 - d. a and b.
 - e. a and c.**

Section 90 = #28 = 90.48%
Section 91 = #55 = 88.37%

- According to anthropology, which of the following does **NOT** analytically define and identify an ethnolinguistic group?

group?

- a. A shared culture
- b. Language
- c. **Country/nation-state borders**
- d. Ethnic boundary markers, such as type of dress

Section 90 = #19 = 88.1%

Section 91 = #46 = 74.46%

- Which of the following statements about culture is **FALSE**?
 - a. All human groups are culturally organized; in other words, all human groups organize themselves based on cultural ideas.
 - b. Culture is the major reason for human adaptability.
 - c. **Some cultures are better/superior/more civilized compared to other cultures.**
 - d. The capacity for culture is shared by all humans.

Section 90 = #17 = 100%

Section 91 = #44 = 95.35%

Describe the final assessment plan that was implemented and explain any changes made to the approved plan.

No changes were made to original plan.

Assessment Data Collection:

Describe the data that were collected. Explain any variations to the data collection from the approved assessment plan.

There was a tabulation of the percentage in each section that answered the marker questions correctly.

Assessment Results:

Present the results from a review of marker questions. The analysis of marker questions must be completed by the department faculty.

To the extent to which marker questions in examinations reflect mastery of the learning outcomes, it is manifest that faculty have been highly successful in both sections helping students to meet these outcomes. In all sections, students in the 50th percentile or greater correctly answered the marker questions. The students met the most success in meeting the third outcome, “use cultural, political, social, economic, historical and/or spiritual

knowledge to cross-culturally evaluate contemporary issues”, as evidenced by between 74 and 100% of students correctly answering the questions.

Although still scoring in the higher ranges, they seemed to have performed least successfully on the marker questions for the first outcome, “critically describing some of the cultural, political, economic, and/or spiritual traditions through time and cross-culturally.” Several of the marker questions fell into the 50 to 60% percent range. There could be multiple explanations of why students struggled. One possibility is that these questions are “Macro” questions—they address general characteristics of cultures in multiple times and places, such as inequality, gender and other features of the human condition not necessarily tied to a particular cultural case study. The one exception is a question about the Indian Caste System, which itself is something that has both regional and localized manifestations. It also is used as a general term for hierarchy in other time periods and locations. This could be interpreted as students needing additional aid in mastering these broad categorical elements of the human condition, as opposed to the more localized, intimate and individualized properties of specific cultures.

Another possible alternative is that the marker questions themselves contain a degree of complexity that distinguishes them from other questions for which students were more successful in answering. In two of the three marker questions for outcome #1, possible answers included “both a and b”, “both a and c” and other combinations of answers that required students consider two out of the four or five choices. In most cases, multiple choice answers often can be arguably ‘right’, even though only one might be considered the ‘best’ answer. Students therefore often struggle with the possibility that they have to draw distinctions between adequate and strong answers to the question. This may in part explain why their performance was less than perfect, and does not necessarily suggest that they are not progressing toward mastery of the outcomes.

For Outcome #2, “demonstrate a cross-cultural awareness of the diversity of people and traditions in ways that promote anthropologically-informed engagement with local and global communities,” it is worth noting that the question that students struggled with the most involved race: “According to what we learned about race, what does skin color tell you about a person?” In our own culture, race is a powerful concept, and it is not surprising that students may be up against forces that mitigate against the truths involving the cultural, versus the biological, basis of race. Still, in spite of these powerful counter forces, students still seemed to have demonstrated an awareness that race goes beyond skin color.

Assessment Feedback:

The results will be shared with the individual instructors, department and curriculum committee. It is recommended that instructors pay special attention to outcome #1 and perhaps consider modifications to both the lessons and to the wording of the marker questions themselves to make certain that they are accurately facilitating and gauging mastery. And of course, the entire program will make an effort to reinforce at all course

levels the important lesson that race is a cultural rather than biological human characteristic.

Assessment Administration Feedback

The assessment of the courses was part of the Core assessment cycle. The assessment plan was reviewed and approved by the UCOC. The UCOC provided a presentation on tools available to assist with the assessment, including Watermark Aqua.

Describe any changes you recommend about the oversight of the assessment process by the UCOC and the Academic Affairs office.

At this time, no changes are being recommended.